



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2007 (Reports Revised October 2007)
ID: 12641791
District: MSAD 72
School: Molly Ockett Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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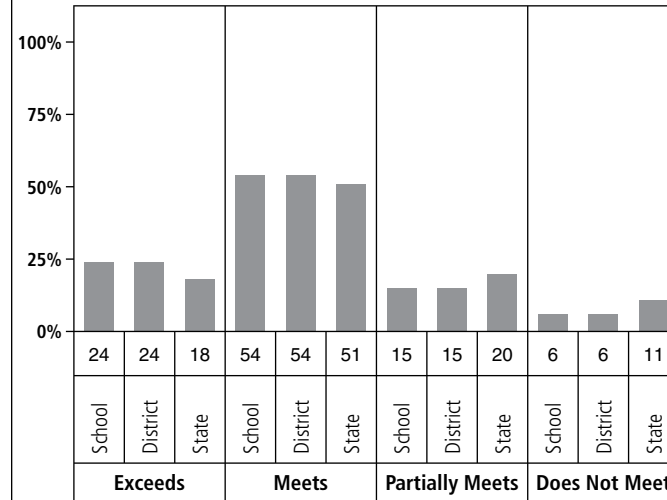
SUMMARY OF SCORES

Date: March 2007
Grade: 7
District: MSAD 72
School: Molly Ockett Middle School

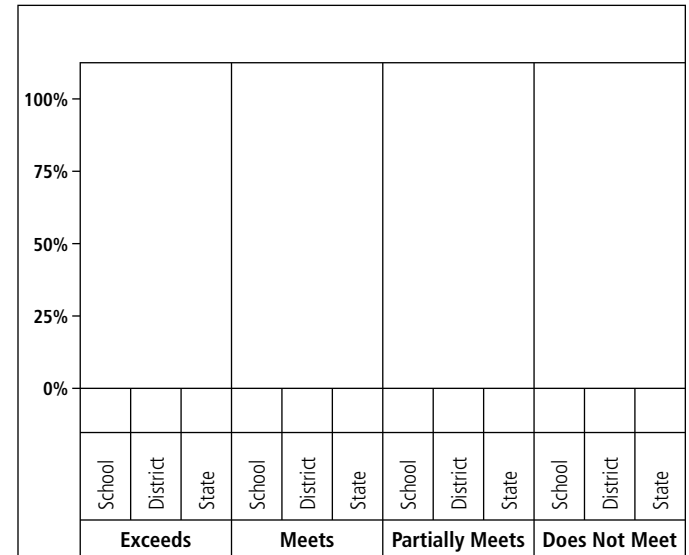
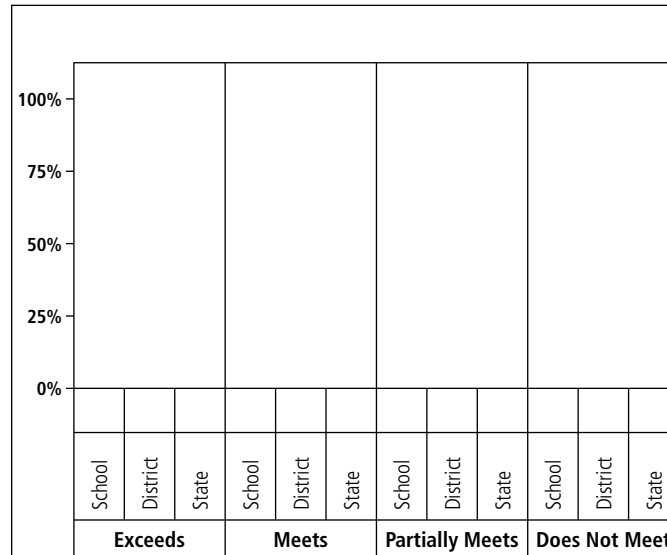
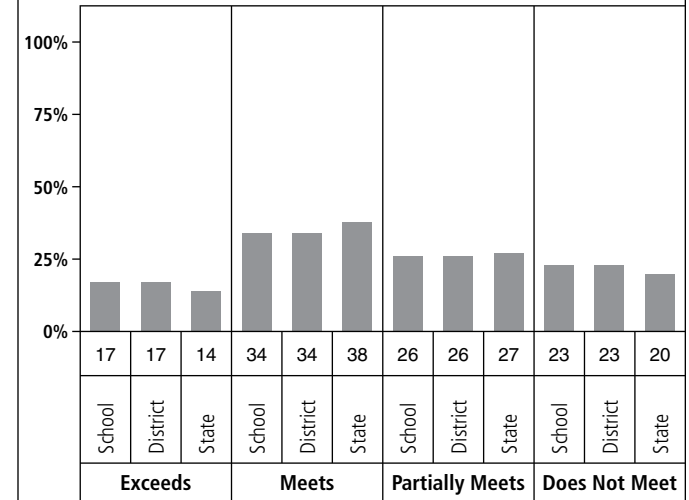
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading 2005–2006 2006–2007 Cum. Avg. *	742 751 747	742 751 747	745 748 746
Mathematics 2005–2006 2006–2007 Cum. Avg. *	734 742 738	734 742 738	740 742 741

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 7
 District: MSAD 72
 School: Molly Ockett Middle School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
								ELA-Reading						Mathematics																	
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		124	100	124	100	15234	100	124	100	124	100	15076	99	124	100	124	100	15071	99												
Ethnicity	African American	3	2	3	2	356	2	3	100	3	100	348	98	3	100	3	100	348	98												
	American Indian/Native Alaskan	0	0	0	0	112	1	0	0	0	0	112	100	0	0	0	0	111	99												
	Asian/Pacific Islander	1	1	1	1	182	1	1	100	1	100	179	99	1	100	1	100	179	99												
	Hispanic	1	1	1	1	138	1	1	100	1	100	133	98	1	100	1	100	133	98												
	White	119	96	119	96	14440	95	119	100	119	100	14303	99	119	100	119	100	14299	99												
	Not Reported	0	0	0	0	6	0	0	0	0	0	1	17	0	0	0	0	1	17												
Identified disability		18	15	18	15	2525	17	18	100	18	100	2469	98	18	100	18	100	2465	98												
Current LEP		1	1	1	1	277	2	1	100	1	100	269	99	1	100	1	100	270	99												
Economically disadvantaged		37	30	37	30	5501	36	37	100	37	100	5424	99	37	100	37	100	5415	99												
Migrant		0	0	0	0	10	0	0	0	0	0	10	100	0	0	0	0	10	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	112	90	112	90	12557	82	112	90	112	90	12580	83						
Identified disability (PET/IEP)	6	5	6	5	424	3	6	5	6	5	448	4						
LEP	1	1	1	1	128	1	1	1	1	1	130	1						
504 plan	2	2	2	2	160	1	2	2	2	2	161	1						
Participation with accommodations	12	10	12	10	2298	15	12	10	12	10	2282	15						
Identified disability (PET/IEP)	12	100	12	100	1845	80	12	100	12	100	1817	80						
LEP	0	0	0	0	122	5	0	0	0	0	133	6						
504 plan	0	0	0	0	54	2	0	0	0	0	53	2						
Other	0	0	0	0	296	13	0	0	0	0	298	13						
Participation through alternate assessment (PAAP)	0	0	0	0	209	1	0	0	0	0	209	1						
Identified disability (PET/IEP)	0	0	0	0	200	96	0	0	0	0	200	96						
LEP	0	0	0	0	7	3	0	0	0	0	7	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	12	0												
Approved non-participation – special consideration	0	0	0	0	30	0	0	0	0	0	30	0						
Non-participation – other	0	0	0	0	128	1	0	0	0	0	133	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 7
District: MSAD 72
School: Molly Ockett Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006 2006-2007 Cum. Avg.	8 30 19	7 24 16	8 30 19	7 24 16	1769 2630 2200	11 18 15
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006 2006-2007 Cum. Avg.	54 67 61	50 54 52	53 67 60	49 54 52	7521 7605 7563	49 51 50
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006 2006-2007 Cum. Avg.	23 19 21	21 15 18	23 19 21	21 15 18	3773 3000 3387	24 20 22
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006 2006-2007 Cum. Avg.	24 8 16	22 6 14	24 8 16	22 6 14	2399 1620 2010	16 11 13

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	38.0	67.9	38.0	67.9	36.0	64.3
Literary Text	24	43	16.3	67.9	16.3	67.9	15.4	64.2
Informational Text	32	57	21.7	67.8	21.7	67.8	20.6	64.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 7
 District: MSAD 72
 School: Molly Ockett Middle School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	124	30	24	67	54	19	15	8	6	751	124	24	54	15	6	751	14855	18	51	20	11	748
Ethnicity																						
African American	3										3						335	7	40	22	30	738
American Indian/Native Alaskan	0										0						112	10	38	24	28	740
Asian/Pacific Islander	1										1						175	25	46	17	12	750
Hispanic	1										1						126	17	43	22	18	745
White	119	30	25	64	54	19	16	6	5	752	119	25	54	16	5	752	14106	18	52	20	10	749
Not Reported	0										0						1					
Identified disability																						
Yes	18	0	0	6	33	7	39	5	28	738	18	0	33	39	28	738	2269	2	25	34	39	734
No	106	30	28	61	58	12	11	3	3	754	106	28	58	11	3	754	12586	20	56	18	6	751
Limited English proficient students																						
Current LEP in first year	0										0						4					
Current LEP beyond first year	1										1						246	3	29	28	40	733
Economically disadvantaged																						
Yes	37	4	11	23	62	6	16	4	11	748	37	11	62	16	11	748	5279	9	46	27	18	743
No	87	26	30	44	51	13	15	4	5	753	87	30	51	15	5	753	9576	23	54	16	7	751
Migrant																						
Yes	0										0						10	10	50	10	30	743
No	124	30	24	67	54	19	15	8	6	751	124	24	54	15	6	751	14845	18	51	20	11	748
Gender																						
Female	70	23	33	37	53	7	10	3	4	755	70	33	53	10	4	755	7214	24	52	17	7	751
Male	54	7	13	30	56	12	22	5	9	747	54	13	56	22	9	747	7640	12	51	23	14	745
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						919	7	39	34	20	741
No	124	30	24	67	54	19	15	8	6	751	124	24	54	15	6	751	13936	18	52	19	10	749
Gifted/talented program																						
Yes	13	9	69	3	23	1	8	0	0	763	13	69	23	8	0	763	522	62	36	2	0	764
No	111	21	19	64	58	18	16	8	7	750	111	19	58	16	7	750	14333	16	52	21	11	748

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 7
District: MSAD 72
School: Molly Ockett Middle School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	4 37 54 5	0 10 19 0	0 22 29 0	1 21 39 5	20 47 60 83	2 9 7 0	40 20 11 0	2 5 0 1	40 11 0 17	733 748 756 744	4 37 54 5	0 22 29 0	20 47 60 83	40 20 11 0	40 11 0 17	733 748 756 744	6 49 40 5	8 17 20 17	39 51 54 46	25 21 18 22	27 11 7 14	740 748 751 747
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	36 49 11 5	14 14 2 0	32 23 15 0	27 30 7 2	61 50 54 33	2 12 4 1	5 20 31 17	1 4 0 3	2 7 0 50	756 750 750 733	36 49 11 5	32 23 15 0	61 50 54 33	5 20 31 17	2 7 0 50	756 750 750 733	35 51 11 3	24 16 10 6	56 52 42 29	14 22 27 30	6 10 22 35	752 748 742 736
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	19 58 19 5	13 17 0 0	57 24 0 0	9 41 14 2	39 58 61 33	1 9 7 2	4 13 30 33	0 4 2 2	0 6 9 33	762 752 743 734	19 58 19 5	57 24 0 0	39 58 61 33	4 13 30 33	0 6 9 33	762 752 743 734	27 52 19 2	33 15 4 3	52 55 43 31	10 21 32 34	5 9 21 32	755 748 741 735
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	16 56 28	1 15 12	5 22 36	9 41 15	47 61 45	5 10 4	26 15 12	4 1 2	21 1 6	741 753 755	16 56 28	5 22 36	47 61 45	26 15 12	21 1 6	741 753 755	15 64 21	12 18 20	43 53 53	23 20 19	22 9 8	743 749 750
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	7 42 52	0 5 25	0 10 40	1 32 33	13 63 52	4 11 4	50 22 6	3 3 1	38 6 2	732 748 757	7 42 52	0 10 40	13 63 52	50 22 6	38 6 2	732 748 757	8 53 40	5 13 26	30 52 56	29 24 13	36 11 5	736 747 753
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	37 54 8	8 21 1	18 33 10	26 35 2	59 55 20	10 5 3	23 8 30	0 3 4	0 5 40	751 755 737	37 54 8	18 33 10	59 55 20	23 8 30	0 5 40	751 755 737	44 52 4	18 19 6	51 53 40	20 19 25	10 9 28	748 749 740
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	23 53 10 14	13 14 3 0	46 22 25 0	13 40 7 5	46 62 58 29	1 9 1 8	4 14 8 47	1 2 1 4	4 3 8 24	759 752 754 736	23 53 10 14	46 22 25 0	46 62 58 29	4 14 8 47	4 3 8 24	759 752 754 736	17 45 14 24	25 21 16 7	53 53 50 48	13 18 21 28	8 8 13 17	752 751 747 743
Optional school/district question A. B. C. D.	0 0 0 100	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 1 1 1	100 100 100 100	720 720 720 720	0 0 0 100	0 0 0 0	0 0 0 0	0 0 0 0	100 100 100 100	720 720 720 720						

MATHEMATICS RESULTS

Date: March 2007
Grade: 7
District: MSAD 72
School: Molly Ockett Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	4	4	4	4	1646	11
	2006-2007	21	17	21	17	2142	14
	Cum. Avg.	13	11	13	11	1894	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	37	34	36	33	5497	36
	2006-2007	42	34	42	34	5642	38
	Cum. Avg.	40	34	39	33	5570	37
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	30	28	30	28	4514	29
	2006-2007	32	26	32	26	4077	27
	Cum. Avg.	31	26	31	26	4296	28
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	38	35	38	35	3797	25
	2006-2007	29	23	29	23	3001	20
	Cum. Avg.	34	29	34	29	3399	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	7.5	46.9	7.5	46.9	7.5	46.9
Cluster 2: Shape and Size	14	25	7.7	55.0	7.7	55.0	7.9	56.4
Cluster 3: Mathematical Decision Making	8	14	3.6	45.0	3.6	45.0	3.9	48.8
Cluster 4: Patterns	18	32	9.8	54.4	9.8	54.4	9.4	52.2

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 7
 District: MSAD 72
 School: Molly Ockett Middle School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	124	21	17	42	34	32	26	29	23	742	124	17	34	26	23	742	14862	14	38	27	20	742
Ethnicity																						
African American	3										3						342	2	28	25	45	729
American Indian/Native Alaskan	0										0						111	6	25	30	39	734
Asian/Pacific Islander	1										1						177	26	42	16	15	748
Hispanic	1										1						129	12	26	33	28	737
White	119	21	18	42	35	29	24	27	23	743	119	18	35	24	23	743	14102	15	38	28	19	742
Not Reported	0										0						1					
Identified disability																						
Yes	18	2	11	3	17	4	22	9	50	733	18	11	17	22	50	733	2265	3	14	27	56	725
No	106	19	18	39	37	28	26	20	19	744	106	18	37	26	19	744	12597	17	42	27	14	745
Limited English proficient students																						
Current LEP in first year	0										0						14	14	14	14	57	726
Current LEP beyond first year	1										1						249	6	24	19	51	728
Economically disadvantaged																						
Yes	37	2	5	9	24	13	35	13	35	735	37	5	24	35	35	735	5282	6	30	31	32	735
No	87	19	22	33	38	19	22	16	18	745	87	22	38	22	18	745	9580	19	42	25	14	746
Migrant																						
Yes	0										0						10	0	50	20	30	734
No	124	21	17	42	34	32	26	29	23	742	124	17	34	26	23	742	14852	14	38	27	20	742
Gender																						
Female	70	13	19	26	37	16	23	15	21	744	70	19	37	23	21	744	7225	14	38	28	20	742
Male	54	8	15	16	30	16	30	14	26	740	54	15	30	30	26	740	7636	15	37	27	21	742
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						921	5	22	35	37	732
No	124	21	17	42	34	32	26	29	23	742	124	17	34	26	23	742	13941	15	39	27	19	743
Gifted/talented program																						
Yes	13	9	69	4	31	0	0	0	0	763	13	69	31	0	0	763	522	68	29	3	0	765
No	111	12	11	38	34	32	29	29	26	740	111	11	34	29	26	740	14340	12	38	28	21	741

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 7
District: MSAD 72
School: Molly Ockett Middle School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	0	0	2	40	3	60	730	4	0	0	40	60	730	6	8	26	29	37	733
B. less than one hour	37	5	11	15	33	10	22	15	33	738	37	11	33	22	33	738	49	14	38	27	20	742
C. one to two hours	54	13	20	26	40	17	26	9	14	746	54	20	40	26	14	746	40	16	40	28	16	744
D. more than two hours	5	1	17	1	17	2	33	2	33	737	5	17	17	33	33	737	5	14	34	26	26	740
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	35	7	16	21	49	9	21	6	14	746	35	16	49	21	14	746	29	24	40	22	14	747
B. They match some of what I have learned.	48	10	17	20	34	16	27	13	22	742	48	17	34	27	22	742	51	12	41	29	18	742
C. They match just a little of what I have learned.	11	3	23	0	0	3	23	7	54	737	11	23	0	23	54	737	17	6	32	32	29	736
D. There is no match.	7	1	13	1	13	3	38	3	38	733	7	13	13	38	38	733	4	8	15	26	52	728
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	21	11	42	10	38	1	4	4	15	753	21	42	38	4	15	753	23	36	40	14	10	753
B. good	51	8	13	28	45	21	34	5	8	744	51	13	45	34	8	744	47	11	45	28	16	743
C. fair	24	2	7	3	10	6	21	18	62	731	24	7	10	21	62	731	25	3	28	38	31	734
D. poor	4	0	0	0	0	3	60	2	40	729	4	0	0	60	40	729	5	1	17	37	45	728
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	36	2	5	16	37	15	35	10	23	739	36	5	37	35	23	739	41	8	37	32	23	739
B. about the same as my regular schoolwork	49	7	12	22	37	16	27	14	24	741	49	12	37	27	24	741	49	15	41	26	18	743
C. easier than my regular schoolwork	16	12	63	4	21	0	0	3	16	759	16	63	21	0	16	759	9	41	31	15	13	753
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	40	6	13	17	35	15	31	10	21	742	40	13	35	31	21	742	47	13	39	28	20	742
B. I tried about the same as I do on my regular schoolwork.	54	14	22	24	37	15	23	12	18	745	54	22	37	23	18	745	48	17	39	27	18	743
C. I did not try as hard on this test as I do on my regular schoolwork.	6	1	14	0	0	1	14	5	71	733	6	14	0	14	71	733	5	11	25	28	36	735
How often do you use laptops in mathematics class?																						
A. almost every day	1	0	0	0	0	0	0	1	100	708	1	0	0	0	100	708	9	12	37	28	23	740
B. two or three days a week	13	4	25	5	31	3	19	4	25	745	13	25	31	19	25	745	21	13	39	28	19	742
C. two or three times each month	65	9	11	28	35	23	29	19	24	741	65	11	35	29	24	741	39	17	40	27	16	745
D. never	21	8	31	8	31	5	19	5	19	747	21	31	31	19	19	747	31	13	35	28	24	740
Which statement best describes the use of calculators in mathematics class?																						
A. Calculators are used daily.	13	12	75	3	19	0	0	1	6	760	13	75	19	0	6	760	19	18	37	25	20	743
B. Calculators are used once or twice a week.	39	9	19	18	38	10	21	11	23	743	39	19	38	21	23	743	37	15	38	29	19	742
C. Calculators are used once or twice a month.	28	0	0	11	31	12	34	12	34	736	28	0	31	34	34	736	20	13	42	27	18	743
D. Calculators are rarely or never used.	20	0	0	10	42	9	38	5	21	737	20	0	42	38	21	737	24	13	37	29	22	741
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	14	2	12	7	41	3	18	5	29	742	14	12	41	18	29	742	9	10	32	30	28	737
B. 30–45 minutes	71	12	14	32	37	22	25	21	24	742	71	14	37	25	24	742	43	14	37	29	21	742
C. 45–60 minutes	13	7	44	3	19	4	25	2	13	750	13	44	19	25	13	750	37	17	41	26	17	744
D. more than 60 minutes	2	0	0	0	0	1	50	1	50	724	2	0	0	50	50	724	11	13	41	27	20	742
Optional school/district question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	0	0	1	100	712	100	0	0	0	100	712						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number